

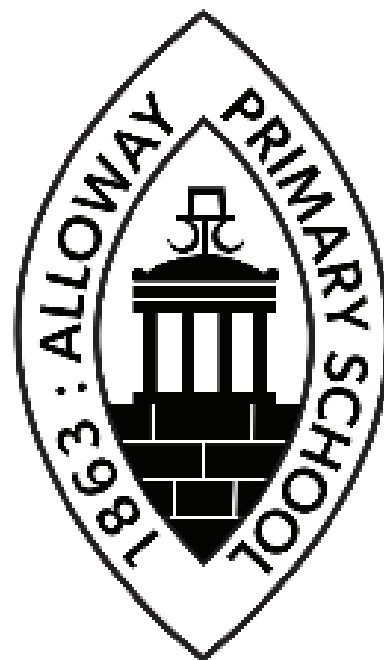
**2024 – 2027**

 **Rights  
Respecting  
Schools**

UNITED KINGDOM

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**Gold  
Rights Respecting**



## Introduction

Our school is a vibrant and ambitious centre where children are encouraged to enjoy success in their learning and where wider achievements are valued. Pupils have a strong voice in the school and influence the world around them by their involvement in local and global citizenship. We are a Rights Respecting Gold school as well as a Dyslexia Friendly and Inclusive School where our children enjoy and benefit from a wide range of experiences planned by a dedicated and hard working staff who support and challenge pupils to be the best they can be. We are proud of our Burns connections and are involved in lots of activities where our heritage can be celebrated. Parental involvement and working in partnership with parents and the wider community is an important feature in our school life.

Our school vision and values are visible within the school, this is something that visitors have commented on. Children and staff can freely talk about our values and the impact that they are making. These underpin the work of the school and EYC.

### Our Vision

*To provide a safe, happy, purposeful and nurturing learning environment where everyone feels valued and respected. Everyone is supported to be the best they can be by working together to promote kindness, inclusion and resilience.*

### Our Values

At Alloway Primary we are .....



This document takes account of local improvement priorities alongside those in the National Improvement Framework (NIF). We are happy to share, with all stakeholders, a common understanding of our strengths and the local challenges we face. We hope to clearly communicate our improvement in attainment in Literacy and Numeracy and how we are addressing the attainment gap of our children in our context; the improvement in children's health and wellbeing and the employability skills through Developing the Young Workforce to support future and sustained positive school leaver destinations in our community.

Our staff work closely and collegiately on agreed priorities which this year were.....

#### **Priority One:**

Raising attainment in Literacy by maintaining consistently high standards in the quality of all children's experiences through implementing the Science of Reading.



#### **Priority Two:**

To empower all learners to reach their full potential by enriching our wider curriculum and ensuring robust, supportive systems are in place to raise attainment.



These development priorities have been scaffolded by quality CLPL, learning walks and professional discussions. This was the first year of a two year plan with a big focus on improving our teaching pedagogy having built robust planning, tracking and assessment. We have focused on continuing to develop our literacy approaches in how we teach Reading by implementing the Science of Reading approach. We have also continued to maintain improvements in the following areas; Rights Respecting Schools, S.T.E.M. (Science, Technologies, Engineering and Maths), Moderation and assessment, two hours quality PE, Professional update and professional review, Self-evaluation, Eco Schools and Outdoor learning.

## Aims

- To provide a positive sense of community which allows all children to achieve success in different areas of activity and enables them to become confident and effective.
- To provide a curriculum of excellent that supports and enables all children to achieve their full potential.
- To create successful learners who are stimulated to think; learn and contribute to the life of the school and wider community.
- To communicate and work in partnership with teachers, pupils, parents and other agencies to create a positive learning environment where everyone feels their views, talents, skills and opinions are valued and considered.
- To develop a knowledge and understanding of the world at large thereby creating citizens who are informed about environmental, cultural and scientific matters.

## Context of Alloway Primary and EYC

Alloway Primary School serves the village of Alloway to the south of Ayr with 390 pupils in 14 classes and 51 pupils in our Early Years Centre providing Early Years education for 3-5 year olds. The school has a teaching staff of 20.5 fte, EYC staff 7.3 fte, part time PEF assistant, HT, DHT, 3 x 0.8 (part time) Principal Teachers all of whom have remits which impact on the quality of learning and teaching across the school. Within our roll, we have 1% of the school living in deciles 1 & 2, 3% in deciles 3 & 4, 26% in deciles 5 & 6, 10% in deciles 7 & 8 and 60% in deciles 9 & 10. Our free school meal entitlement uptake is 4% compared to the local authority average of 21.9%. This session we received £18,375 through the Pupil Equity Fund, PEF.



The community is forever growing with people continually moving into this well sought-after area due to the peaceful village setting on the outskirts of town. The community also benefits from a historical connection with Robert Burns which brings many visitors to the area and many opportunities to the school. We continue to take a high number of children on placing requests and this is becoming a familiar pattern with many children transferring in during the school year.

The school building was opened in 2009 and provides a bright, airy and stimulating environment for children at this crucial stage of their development. The school provides excellent opportunities for young people to grow and to develop their wider interests. This year we established a new, supportive Parent Council working in partnership with the school, raising funds, taking an interest in the school's development and now engaging in quality self-evaluation to improve the outcomes for our children. They have held events for the children to enjoy and continue to build our community, including, our Christmas Treasure Hunt and School Disco. This year, parents paid for class treats for parties as well as transition gifts for P7 leavers and new P1s. They paid for all the Panto buses for all P1-7 children.

Our attendance this session remains above the national and local authority average. Last session our absence rate was 5.1%, this has decreased this session to 4.8%. We continue to monitor and track absence and provide bespoke support where required through in school support or engaging with external agencies. This session we have continued to revisit our absence policy and tracking procedures. This is on the remit of Mrs Park (Principal Teacher) who also sits on the local authority group for promoting positive attendance.

We have had a positive uptake to our PVG processes for parent helpers to accompany children on experiences and outings. We have enjoyed welcoming parents into the building for open afternoons and our Read with your Child events have been popular across the whole school where parents come in to share learning with children. Children have benefitted from sports and after school clubs and from educational outings across the session, including our P7 residential visit to Inverclyde, P5 visit to the Titanic, P6 visited Craufaurdland, amongst many more. Children gain so much by going beyond the school walls, with these experiences enhancing and extending learning experiences. Classes have also been exploring our local community and Burns connections.

## How evidence was gathered this session

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| <ul style="list-style-type: none"> <li>• Team with the Family meetings were held for all Stage 2, 3, and 4 children.</li> <li>• Staged Intervention (STINT) discussions took place in October, February and May. STINT procedures were reviewed in line with authority changes.</li> <li>• Staff monitored pupils' experiences by having regular learning conversations and setting agreed targets.</li> <li>• Analysing results of all questionnaires and responding positively as appropriate and amending school procedures in response.</li> <li>• All staff engaged with School Improvement Plan.</li> <li>• Staff continue to develop portfolios of children's work to evidence progress through the CfE levels.</li> <li>• Support assistants are involved in tracking pupils' progress within the interventions they deliver to help raise attainment. PT quality assures files, support trackers and gave written feedback.</li> <li>• Authority Health and Safety visit happened in December 2025.</li> </ul> | <ul style="list-style-type: none"> <li>• Monitoring of all planning of Learning and Teaching took place through classroom observation by management and through staff conducting peer observations.</li> <li>• Analysis of quality assurance visits - Reflections</li> <li>• Tracking Conversations took place between class teachers and senior management to ensure progress was being made, with support and challenge in place as appropriate.</li> <li>• HT/DHT monitored tracking in November, February and May and reports were issued to parents in June.</li> <li>• Ongoing tracking of PEF pupils and monitoring the impact of PEF funding took place.</li> <li>• We have used HGIOS 4 and Quality Improvement Framework for Early Learning and Childcare for reflection and self-evaluation to identify strengths and CLPL needs across the school.</li> <li>• We use the CfE data to check professional judgement, pace and inform planning.</li> <li>• Analysis of GL and NSA data</li> <li>• Pupils record their targets and complete individual, visual records with their teachers.</li> <li>• Parental surveys issued to EYC and School parents.</li> </ul> |
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## What key outcomes have we achieved?

**PRIORITY ONE** : Raising attainment in Literacy by maintaining consistently high standards in the quality of all children's experiences through implementing the Science of Reading.

**NIF Priorities:** Closing the attainment gap between the most and least disadvantaged children and young people.

Improvement in employability skills and sustained positive school leaver destinations for all young people. Improvement in attainment, particularly in literacy and numeracy.

**Links to HGIOS/HGIOELC:** 1.3 Leadership of Change; 2.2. Curriculum; 2.3 Learning, Teaching and Assessment; 3.2 Raising Attainment and Achievement

### Progress and Impact

#### EYC

In the EYC, we have engaged with South Ayrshire Reads (SAR). We have worked closely with our link from the SAR team and have a Reading Leader in place who is driving this forward in school. Through engagement with SAR –

- All staff have engaged in bespoke, high-quality CLPL opportunities.
- All staff have had the opportunity to develop their practice in collaboration with the SAR team.
- Staff have reported that there has been an increase in children's motivation to engage in reading activities.
- In November 2025, 29 out of 33 children (88%) were achieving 70% or below within the literacy milestones. By May 2026, 25 out of 33 children (76%) were achieving 80% or more of literacy milestones, with 12 children (36%) achieving 100% of literacy milestones. This demonstrates a substantial improvement in literacy attainment across the cohort.
- In January 2026, 7 children were identified as achieving 50% or fewer of the literacy milestones and participated in a Talk Boost intervention. By May 2026, all 7 children had made progress: 3 children achieved 7 milestones, 3 children out of 8 milestones, 3 children achieved 8 milestones and 1 child achieved 9. This means 100% of the children who took part in the intervention improved their attainment, with 57% achieving 8 or more milestones.

In addition to this, we have been focusing on developing early reading skills and a love for reading, through the promotion of a reading culture, both indoors and in the outdoor area. This has had an impact on children's engagement, with most children enjoying listening to stories and beginning to talk about the key features of stories. We have planned literacy group times twice weekly in small groups with ante-pre children focusing on nursery rhymes and retelling stories, pre-school children have been focusing on phonological awareness and literacy milestones.

#### School

This session we have engaged fully with South Ayrshire Reads (SAR) as a Phase 2 school. This has been our second year of engagement. We have worked closely with our link from the SAR team and have a Reading Leader in place who is driving this forward in school. We have worked collaboratively with Forehill Primary for training and moderation. This has allowed staff to continue to work closely with staff in a similar school working at the same stage. There has been an overhaul of our resources to align our reading and spelling to the Science of Reading, this has had a positive impact on children's ability to read. Reading and Spelling plans have been updated in line with the Science of Reading. All staff have engaged in high quality training based on the Science of Reading and Morphology. All staff have had the opportunity to develop their practice of the Science of Reading in collaboration with the SAR team. Children in school experience strong links with the local library which in turn foster a love of reading. Our reading leaders at Primary 2 and Primary 6 led a school focus for Scottish Reading Schools week. We implemented two Read with your Child sessions which were very successful.

Assessment data demonstrates improved outcomes in literacy across all stages.

- NSA: All children in P4 achieved Band 4 or above in their Reading NSA. 98% of children achieved Band 6+. 39% of children across P4 achieved Band 9+.
- Analysis of Oral reading Fluency (ORF) assessments indicates that most learners in Primary 4-7 are reading fluently and accurately at expected level or above. The small number of learners requiring additional support have been identified through assessment processes and targeted interventions, contributing to strong literacy outcomes across the school.
- Phonics attainment in P2 was strong, with 82% of learners achieving the expected standard in the Phonics Screening Check. Targeted support and intervention for those not yet achieving the

benchmark resulted in most learners making positive progress by P3, demonstrating the effectiveness of our early literacy approaches and interventions.

Since the implementation of SAR, phonics and reading intervention has improved across the school, becoming increasingly targeted and tailored towards the Science of Reading and accounting for a wide range of needs. Use of Alphabetic code, as well as decodable texts in all stages has greatly supported this. Lynsey Watters, PT Literacy Development, has worked with all teaching staff and support assistants, training staff on the most effective ways to support Literacy development in either 1-1 or small group setting. We have continued with targeted interventions to support learners to meet their needs across the literacy curriculum. Talk for Writing continues to be a resource which is utilised across all stages, termly. Further development of this through planning documents and resources would be beneficial to further support staff confidence. We have conducted self evaluation of writing and look to take this forward in our new development plan.

#### **Next steps -**

- In the EYC, we will continue to work with South Ayrshire Reads to fully embed phonological awareness into daily routines and to increase staff confidence in developing these experiences.
- We will develop a language and communication rich environment outdoors to further enhance children's early communication and language skills.
- As a school we will continue to work with South Ayrshire Reads to build capacity within staff and strengthen knowledge of the Science of Reading within our practice taking account of the needs of children with dyslexia and our neurodivergent learners. Next session we will continue to develop morphology through our teaching of reading and writing.
- We will continue our link with Forehill Primary for staff training and next session develop this with further opportunities for moderation.
- Next session we will continue to review our approaches to writing across the school.

**PRIORITY TWO :** To empower all learners to reach their full potential by enriching our wider curriculum and ensuring robust, supportive systems are in place to raise attainment.

Lead Person - Fiona Meney/Lauren Miller /Emma Park/ Nicola Rainey

**NIF Priorities:** Closing the attainment gap between the most and least disadvantaged children and young people.

Improvement in employability skills and sustained positive school leaver destinations for all young people. Improvement in attainment, particularly in literacy and numeracy. . Improvement in children and young people's health and wellbeing

**Links to HGIOS/HGIOELC:** 1.1 Self Evaluation for self-improvement 1.3 Leadership of Change; 2.2. Curriculum; 2.3 Learning, Teaching and Assessment; 2.5 Family Learning; 3.2 Raising Attainment and Achievement

#### **Progress and Impact**

##### **EYC -**

A range of robust and supportive systems have been implemented to improve children's wellbeing, engagement and attainment. Children identified as benefiting from additional emotional support participate in a daily *Snuggle Start* session as part of their morning routine. This consistent nurture-based approach includes an emotional check-in, welcome song, turn-taking games, story time and a goodbye song. The programme promotes emotional regulation, develops social and communication skills and strengthens peer relationships. As a result, staff have observed a reduction in dysregulation throughout the day, increased engagement in learning and more positive interactions between peers.

To enhance learning experiences and support the maintenance agenda, staff have actively engaged with South Ayrshire's Digital Technologies Library, increasing opportunities for children to develop digital skills through meaningful and purposeful experiences. Staff have also participated in Education Scotland STEM professional learning workshops, and the team is working towards STEM accreditation. This has strengthened staff confidence and capacity to embed digital technologies and STEM learning across the curriculum, ensuring children experience innovative and engaging learning opportunities.

Outdoor learning continues to play a significant role in enriching the curriculum, with a strong focus on sustainability. Children regularly access the sustainability garden where they grow fruit and vegetables, developing an understanding of food production, healthy choices and environmental responsibility. Forest Kindergarten experiences within the local community further extend children's learning through exploration, problem-solving and risk assessment. Opportunities for junk modelling and woodworking using recycled materials encourage creativity, resilience and critical thinking while supporting sustainability goals. These experiences challenge children's thinking, deepen their learning and contribute to the centre's maintenance agenda.

A continued focus on providing a high-quality numeracy environment and embedding numeracy across daily routines has had a significant impact on children's attainment. Numeracy learning is woven throughout play and everyday experiences, enabling children to apply and consolidate skills in meaningful contexts. This is evidenced through achievement data, with 100% of children attaining at least 90% of numeracy milestones and 25 out of 33 children achieving all numeracy milestones. These outcomes demonstrate strong progress in numeracy and reflect the positive impact of high-quality learning experiences and targeted support.

### **School**

This session we continued to develop our play pedagogy, particularly within the infant department. Children receive an effective balance of adult-initiated, child-initiated and child-led activities. They apply and consolidate their learning in appropriate 'must do' activities. Creativity has also been a focus in play experiences. Staff have developed approaches to recording children's play and do this through floorbooks and group work with teachers. We will continue to develop this approach and focus on engagement during play experiences.

We continue to promote our non-negotiables in Learning and Teaching, called the 'Alloway Expectations.' Staff engaged with South Ayrshire Learns this session to look at Adaptive Teaching approaches. This was implemented through base line assessments and staff training where staff took forward tests of change within their own practice. Staff also made purposeful changes to their learning environments, including adjustments to lighting and increased options for flexible seating to support pupil comfort, focus and accessibility. They continue to plan adaptations in advance of lessons to provide both support and challenge, whilst responding flexibly as lessons unfold.

In Numeracy, staff continued to develop the use of concrete manipulatives. Staff have continued to engage in numeracy CLPL. We have purchased and organised manipulatives trollies for each class. Resources are progressive across the school and builds consistency of approaches used. This has led to increased access and confidence in children's use of concrete manipulatives to support their numeracy and mathematical progress.

Through staff leadership roles a progressive planner has been developed for outdoor learning. All children receive creative outdoor play opportunities through accessing our loose parts play. This has impacted on an increase in children's creative and problem solving skills. Staff continue to develop our approaches to outdoor learning. We have continued to develop our approaches to Eco Schools and are delighted to be accredited with our 4<sup>th</sup> Eco Flag. We have plans in place to develop our Eco Garden using partnership providers.

We have continued to develop approaches to our wider curriculum with updated progressive plans put in place for HWB and Internet Safety.

There has been a refreshed focus on how we track our attainment. Staff engaged in regular tracking meetings to focus on improving attainment for all children. Staff can confidently talk about attainment of all children in their class and this is also a focus during planning meetings.

### **Next steps:**

- In the EYC staff will continue to focus on the development of our Interactions, Spaces and Environment.
- There will be a focus on further developing a rights based approach to children's wellbeing and how these needs are met across the EYC.
- As a school we will continue to focus on developing high quality learning environments and developing our pedagogy consistently across the school.
- Continue to develop our approaches to teaching Numeracy, with a focus on ensuring new staff receive appropriate support.
- To further develop our approaches to developing pupil voice within all stages of the school.
- Continue to develop a rights based approach across the school alongside preparing for re-accreditation for our RRS Gold Award.
- To engage in training and development of the Curriculum Improvement Cycle.

### Leadership of Change (1.3)

- At Alloway Primary all staff actively promote and uphold the school's clear and meaningful vision for ongoing improvement and positive change. We work collaboratively to realise our shared goal of "supporting everyone to be the best they can be." This vision is consistently reflected in the interactions among staff, children, and visitors, with all staff and almost all pupils demonstrating the school's values in their daily behaviour.
- Our well established Senior Leadership Team (SLT) is a significant strength of the school and EYC. They work as a highly effective and committed team, each with clearly defined responsibilities and remits, providing strong guidance and supportive leadership to staff.
- Almost all pupils have a strong understanding of children's rights and how these impact both their own lives and the lives of others. Staff successfully embed children's rights and the UN Global Goals into school improvement planning and curriculum development. We are working towards Gold Reaccreditation next session. Children are confident, motivated and proud of their school, contributing to a highly positive learning culture. Staff feel empowered to lead change, and almost all take an active role in progressing school improvement.
- All teachers have enhanced the approached they use to help pupils to articulate their thinking and have engaged with South Ayrshire Learns this session through a focus on pedagogy. As a result, children are becoming more confident in discussing the strategies they use in their learning and identifying their own learning styles. Through their involvement in the school's Big Meetings, they lead on important themes including sustainability, children's rights, digital skills, and inclusion. Stages have collaborated to lead committees across the school which have positively impacted on the work and life of the school. Additional opportunities for leadership are provided through House Captains and P7 and P6 buddies. We seek the views of both pupils and parents to inform improvement priorities. Pupils contribute ideas during assemblies and class discussions, and they use How Good is OUR School? (HGIOURS) to reflect on the school's strengths. Parents share their feedback through consultations and surveys.
- Our Senior Leadership Team employs a range of robust self-evaluation strategies to inform improvement priorities. Almost all staff reflect regularly on the Alloway Expectations, which guide effective lesson planning and delivery. This structured approach supports consistency and high standards in learning and teaching. The School Improvement Plan (SIP) appropriately priorities raising attainment and further developed pedagogy. The Senior Leadership Team carefully monitors the quality of learning and teaching through well-planned, regular activities within the school and EYC. The Senior Leadership Team provides individual feedback, helping teachers to identify clear next steps for their professional development. Senior Leadership Team collates and analyses findings from quality assurance activities and shares whole-school strengths and areas for development with staff. This gives everyone a shared understanding of the school's overall performance. The Senior Leadership Team has a well-developed strategy, underpinned by data analysis, to close attainment gaps, including those influenced by socio-economic factors.

### Next Steps

- Next session we will continue to develop a rights based approach across the school alongside preparing for re-accreditation for our RRS Gold Award.
- To engage in training and development of the Curriculum Improvement Cycle.

*Overall the Leadership of Change at Alloway Primary is Very Good.*

### Learning, Teaching and Assessment (2.3)

- Staff work collaboratively to create a nurturing, inclusive, and purposeful learning environment. Almost all pupils are polite and demonstrate appropriate behaviour. Funding has been used effectively to enhance our sensory space, which has had a significant impact on supporting individual pupils. Staff make very effective use of quiet areas and tailored adult support to help children feel calm and ready to learn. They are skilled in helping children manage their emotions and remain engaged in learning.
- Most pupils report that their teachers involve them in deciding what they want to learn. As part of our engagement with South Ayrshire Learns, all staff reviewed and redesigned their learning environments,

with pupils responding positively to the improvements. Staff consistently apply the Alloway Expectations guidance, ensuring a shared understanding and high-quality approach to learning, teaching and assessment.

- All staff have engaged in professional learning with a focus on the Science of Reading, particularly around vocabulary and morphology. The positive impact of this was evident in Quality Assurance classroom visits.
- In every lesson, teachers clearly communicate the purpose of learning and success criteria. In most lessons, these success criteria are co-created with pupils. Teachers also use helpful examples of completed work to illustrate what success looks like. Teachers are increasingly making use of outdoor environments to develop pupils' skills for learning, life, and work. In almost all lessons, learning is appropriately differentiated, with tasks tailored effectively to meet pupils' varying needs and interests. Children are appropriately challenged, and planned opportunities ensure progression for all learners. As a result, almost all pupils are highly engaged, motivated and eager to succeed.
- Digital technology is used effectively to enhance and extend learning. Children confidently use devices and applications to support and consolidate their understanding. Assistive technologies are also used appropriately to reduce barriers for some learners. At early level, a well-established play-based approach provides a balance of adult-led, child-initiated and child-led learning. A broad range of formative and summative assessment strategies are used effectively to monitor progress. Teachers provide clear verbal and written feedback, supporting pupils to understand their next steps. In most lessons, formative assessment is used well to inform responsive teaching.
- The Senior Leadership Team (SLT) continue to implement a robust whole-school assessment calendar and tracking system which is agreed through our working time agreement. Attainment data is carefully analysed, including for children affected by socio-economic factors, and appropriate interventions and supports are identified at individual, group, and cohort levels.
- Pupil Support Assistants and Pupil Support Teachers work closely with class teachers in almost all lessons to deliver targeted interventions and support children who need additional help with their learning. Staff have been allocated effectively across levels to support individual children's needs through individual and group work. All teachers engage in relevant moderation activities throughout the year with a particular focus on reading.
- Children are meaningfully involved in planning aspects of their learning, supporting them to take ownership and develop independence. In almost all lessons, teachers make clear links to the skills being developed. Children are given regular opportunities to reflect on and evaluate these skills, helping them set personal targets and understand the relevance of their learning to future pathways and the world of work.
- Teachers continue to plan learning and assessment using a comprehensive online planning tool. Through planning and tracking conversations class teachers discuss and explore planning focused around children individual needs. Through staged intervention, teachers identify and address individual learning needs within the classroom setting, ensuring that all children can continue learning alongside their peers.

#### **Next Steps:**

- Teachers should continue to embed approaches that support pupils in clearly recognising what successful learning looks like.
- As a school we will continue to work with South Ayrshire Reads to build capacity within staff and strengthen knowledge of the Science of Reading within our practice taking account of the needs of children with dyslexia and our neurodivergent learners. Next session we will continue to develop morphology through our teaching of reading and writing.
- Next session we will continue to review our approaches to writing across the school.

*Overall Learning, Teaching and Assessment at Alloway Primary is Very Good.*

#### **Ensuring wellbeing, equality and inclusion (3.1)**

- Relationships across the school community are consistently positive and respectful, with the school's values clearly reflected in everyday interactions. All staff demonstrate a strong understanding of how to support and promote children's wellbeing. The Senior Leadership Team and staff systematically track and monitor children's wellbeing, using this information effectively during progress meetings to plan timely and appropriate interventions.

- Staff conduct daily emotional check-ins to monitor the ongoing wellbeing of all pupils. Learning environments are welcoming and safe, with designated breakout spaces throughout the school available to support children who require a quieter setting. Individualised planning is in place to help support children using bespoke approaches and multi agency teams. Calm corners within classes are used effectively by pupils to self-regulate and successfully re-engage in their learning. The Senior Leadership Team and staff work collaboratively to meet the wellbeing needs of children using a broad range of universal and targeted supports. 'Helper boxes' in every classroom provide practical tools to help children manage their emotions and needs. This session staff have attended professional learning in nurture and de-escalation approaches. We have adopted the whole school approach of Zones of Regulation which has allowed children to verbalise how they are feeling. This consistent approach is used by all staff.
- Partner agencies speak highly of the school's commitment to collaborative working. We have developed strong partnership working in order to support individual children's needs. Almost all children who require additional support are making good progress towards their individual goals, with a majority achieving very good progress. The Senior Leadership Team have robust systems in place to identify, plan, and monitor support for pupils with additional needs. These plans are reviewed regularly to ensure ongoing relevance and impact. We have taken proactive steps to raise awareness of dyslexia in partnership with staff, parents, and pupils. All staff have a clear understanding of their roles and responsibilities within the *Getting it right for every child* (GIRFEC) framework. Staff provide strong, individualised support for care-experienced children. Their attendance, attainment, and wellbeing are carefully tracked and reviewed.
- The Senior Leadership Team work in close partnership with the local authority's Young Carer Coordinator. They ensure that young carers are considered for a young carer statement and receive appropriate support. Mrs Goodwin is our Young Carers' Champion, who plays a key role in raising awareness and supporting children and families. Neurodiversity is explored and celebrated through whole-school assemblies and within all classrooms. This is helping to foster respect and understanding among almost all pupils. The Senior Leadership Team maintain strong partnerships within the local community, including with the local church, Active Schools, and the foodbank. Together with staff, they work with families to support local and national charitable initiatives, which help children understand their role as responsible citizens and effective contributors.

#### **Next Steps:**

- As a next step, our Senior Leadership Team should ensure all planned wellbeing interventions are consistently monitored and evaluated to clearly demonstrate their impact on children's outcomes.
- Creating more formal opportunities for staff to collaborate with one another will further enhance the school's collective capacity for improvement.
- Continue to develop school spaces to ensure they meet the needs of all children.

*Overall Ensuring Wellbeing, Equality and Inclusion at Alloway Primary is Very Good.*

#### **Raising Attainment and Achievement (3.2)**

- Almost all children are making very good progress across the four capacities of Curriculum for Excellence. They show increasing confidence, achieve well in their learning, and make a positive contribution to the life and ethos of the school.
- Attainment in literacy and numeracy remains high, with almost all children achieving age-appropriate levels. In session 2025/2026, the majority of pupils achieved or exceeded the expected national levels in both literacy and numeracy. A few children at early level, and a minority at first and second levels, are working beyond expected standards in certain aspects of these areas and continue to be challenged at this level.
- Our continued engagement with South Ayrshire Reads to develop the Science of Reading pedagogy within the school has resulted in children are making continued very good progress in reading, as well as in listening and talking. While writing attainment is also progressing well, through self-evaluation we recognise the need to prioritise this area for further improvement. Attainment levels in literacy and numeracy continue to be above both local authority and national averages.
- Almost all children who require additional support are making good progress towards their individual targets, with most achieving very strong progress. Across the school, children are making good progress

in all areas of the curriculum. Staff are becoming increasingly confident in gathering, analysing and using data effectively to support and enhance learning.

- This session, the Senior Leadership Team has continued to implement robust systems to track progress over time. These developments have increased teachers' confidence in using assessment evidence to support their professional judgements. Literacy attainment has remained above the local and national average. Staff know the children well and have robust plans in place to help support children where required. A continued focus on Concrete, Pictorial, and Abstract (CPA) methodologies in numeracy has positively impacted attainment. Numeracy outcomes align with local and national trends. Our main attainment gap lies within our ASN (Additional Support Needs) profile, rather than between children from our most and least deprived backgrounds. Staged Intervention plans are in place to help support children to achieve their full potential. This session 30% of the school being supported through Staged Intervention Plans. Within this cohort, 50% of children are making very good progress, 40% are making good progress and 10% are making limited progress. We continue to monitor these learners closely to ensure interventions are effective in raising attainment.
- Staff consistently recognise and celebrate children's achievements through assemblies, displays and the school's online platform. Children take well-deserved pride in their successes.
- All children have access to a wide range of extra-curricular clubs at lunchtime and after school, supporting the development of skills in areas such as sport, music and digital literacy, while also enhancing their social confidence. Opportunities to apply these skills in authority competitions have further strengthened children's confidence and abilities across a range of areas. Older children take on leadership roles, including house captains and buddies, where they demonstrate a broad range of skills, responsibility and understanding.
- Our Senior Leadership Team and staff have a strong understanding of the socio-economic challenges some families face. In response, we offer a variety of support, such as a school uniform clothing rail and support with outings. They also provide personalised assistance and discreetly signpost families to further help when needed. Additional staff, funded through the Pupil Equity Fund (PEF), deliver targeted interventions and universal support for all children. Leaders and staff regularly analyse a range of data to evaluate the impact of PEF on closing learning and attainment gaps. There is clear evidence that these measures are accelerating progress and improving outcomes for learners. Staff work closely with the Parent Council and the wider parent community to minimise school-related costs.

#### Next Steps

- To continue to monitor attainment over time and employ strategies to reduce the attainment gap.
- Staff encourage children to record their accomplishments in class achievement trackers, and should continue to monitor skill progression through regular 'Big Meetings'.

*Overall Raising Attainment and Achievement at Alloway Primary is Very Good.*

### How Good is Our School Self-Evaluation - Alloway Early Years Centre

#### Leadership of Continuous Improvement

- We have a strong culture of continuous improvement, with staff engaging in professional learning and collaborative enquiry to improve outcomes for children. Staff have actively engaged with South Ayrshire's Digital Technologies Library to enhance learning experiences and ensure digital technologies are embedded effectively across the curriculum. Professional learning opportunities, including participation in Education Scotland STEM workshops, have increased staff confidence and capacity to deliver high-quality STEM experiences. As a team, we are working towards STEM accreditation to further strengthen our practice and support our maintenance agenda.
- Nurture principles underpin our practice. Through targeted interventions such as *Snuggle Start*, children receive consistent support to develop emotional regulation, social skills and readiness to learn. Staff use observations, assessment information and professional dialogue to identify areas for improvement and implement targeted support to meet children's needs.

**Next Steps**

- Continue to work towards STEM accreditation and further embed digital technologies across all areas of learning.
- Strengthen opportunities for staff professional enquiry linked to raising attainment and achievement.
- Continue to evaluate the impact of targeted interventions to ensure positive outcomes for all children.

*Overall the Leadership of Continuous Improvement at Alloway EYC is Very Good.*

**Learning, Teaching and Assessment**

- Learning experiences are carefully planned to meet children's interests and developmental needs. Staff provide a nurturing, stimulating and language-rich environment that promotes curiosity, creativity and challenge. All children access a range of indoor and outdoor experiences including sustainability projects, Forest Kindergarten, junk modelling and woodworking opportunities which encourage problem-solving, critical thinking and creativity.
- Assessment information is used effectively to monitor progress and inform next steps in learning. Staff regularly observe, track and evaluate children's development to ensure learning experiences are responsive and appropriately challenging. Numeracy is embedded across daily routines and play experiences, allowing children to apply skills in meaningful contexts.
- Talk boost intervention is used to support children with less than 50% literacy milestones this is to support children's attention, listening and literacy skills.
- All children are tracked continuously, any children identified as requiring support or challenge are identified through tracking and monitoring, staff discuss this at pupil progress and support and challenge is built into intentional planning.

**Next Steps:**

- Continue working alongside South Ayrshire Reads to further develop phonological awareness and early literacy skills.
- Enhance the outdoor language-rich environment to provide increased opportunities for communication, vocabulary development and storytelling.
- Further develop children's involvement in planning and evaluating their learning experiences.

*Overall the Learning, Teaching and Assessment at Alloway EYC is Good.*

**Wellbeing**

Children's wellbeing is at the heart of our practice. Nurture principles are embedded throughout the setting, ensuring children feel safe, valued and included. The *Snuggle Start* intervention provides identified children with a consistent, supportive start to the day through emotional check-ins, songs, stories and turn-taking activities. This has resulted in improved emotional regulation, stronger peer relationships and reduced dysregulation throughout the day.

Children have regular opportunities to develop resilience, confidence and independence through outdoor learning, community experiences and collaborative play. Positive relationships between children, families and staff support a strong sense of belonging and wellbeing across the setting.

**Next Steps:**

- Continue to develop approaches that support emotional literacy and self-regulation.
- Further strengthen opportunities for children to recognise and discuss their feelings and wellbeing.
- Continue to monitor the impact of nurture-based interventions on children's engagement and progress.
- Develop children's understanding of wellbeing indicators and rights using these throughout the setting and when supporting children's targets.

*Overall Wellbeing at Alloway EYC is Very Good.*

**Children's Progress**

- Children are making very good progress across the curriculum. Targeted interventions and high-quality learning experiences are having a positive impact on attainment and achievement.
- The *Talk Boost* intervention has supported seven children identified as requiring additional support with communication and language development. Assessment data shows that 100% of children participating in the intervention improved their attainment, with 57% achieving eight or more milestones. This

demonstrates the positive impact of targeted support in improving children's communication and language skills.

- A strong focus on numeracy has resulted in very positive outcomes. Numeracy is embedded throughout daily routines and play experiences, supporting children to develop confidence and apply skills across a range of contexts. As a result, 100% of children have achieved at least 90% of numeracy milestones, with 25 out of 33 children achieving all numeracy milestones.

### Next Steps

- Continue targeted interventions to support children requiring additional support with communication, language and literacy.
- Build on the success of Talk Boost through ongoing assessment and responsive planning.
- Continue to raise attainment in early literacy through a focus on phonological awareness and language development.
- Maintain high levels of attainment in numeracy through continued high-quality learning experiences and challenge.
- Continue to build high quality interactions to develop curiosity, enquiry and challenge children.

*Overall Children's Progress at Alloway EYC is Very Good.*

### Curriculum For Excellence Data

% achieving age and stage appropriate level or higher

| Primary 1, 4 & 7 |         |         |         |         |         |
|------------------|---------|---------|---------|---------|---------|
| %                | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| Literacy         |         |         |         |         |         |
| Alloway PS       | 80      | 88      | 90      | 87      | 88      |
| Local authority  | 70      | 78      | 78      | 79      | 79      |
| National         | 71      | 73      | 80      | 75      | --      |
| Numeracy         |         |         |         |         |         |
| Alloway PS       | 82      | 93      | 94      | 91      | 94      |
| Local authority  | 78      | 84      | 85      | 85      | 85      |
| National         | 76      | 80      | 80      | 80      | --      |

### Alloway Early Years Centre - Developmental Milestones

In the Early Years Centre value has been added in all areas. This year we have adapted our tracking procedures to ensure they continue to be robust and target gaps in learning and development. We formally track 3 times in the year to ensure progress is made and this detailed tracking is shared with staff and parents. This information was passed onto Primary 1 at point of transition to allow Primary 1 to continue to target any gaps in milestones.

- In Health and Wellbeing 100% of children achieved 8 or more milestones.
- In Communication and Language 76% of children achieved 8 or more milestones.
- In Numeracy and Mathematics 97% of children achieved 8 or more milestones.

### National Improvement Framework

As part of the Government's aim to close the poverty related attainment gap the school was allocated £18,375. We used the funds to employ a support assistant for 20 hours for the session. This impacted positively on our ability to deliver interventions across the school. Our Depute Head Teacher tracks the progress of our PEF cohort. Almost all of the PEF cohort are on track and achieving well.

## Parents' and Carers' Views

### EYC

In the Early Years Centre, we recognise the benefits of involving parents and families in their child's learning journeys, and we actively encourage parental and family involvement in a range of ways -

- Engaging with online Learning Journal profiles and communications.
  - Engaging in the Care Plan process and contributing their views in relation to their child's learning.
  - Engaging in the STINT and TwF meeting process and contributing their views in relation to their child's progress and specific needs.
  - Attending EYC events in school, and in the local community. These have included Garden Party, EYC and Church Stay and Play sessions, and local trips.
- Sharing and contributing resources and expertise to allow us to constantly improve the service we provide.

### **Our parents and carers say:**

- Their child is happy and settled in the setting.
- Their child's individual needs are understood and respected
- Their child is happy coming to the setting
- Children are well supported on a daily basis
- Children are challenged within their learning.
- Their child is making good progress with their learning and development.
- That experiences are engaging and challenging
- Experiences are appropriate for their child's age and stage
- Feel parents' views are listened too and acted upon
- Parents have opportunities to be involved in children's learning journey.
- Learning journals allows parents to see what their child is learning about
- There are regular stay and play sessions and staff are always available if anything needs asked.
- The environment is welcoming and inclusive.
- Parents feel confident raising any concerns.
- Their child feels safe in nursery, and they feel at home at nursery.

### **Next steps from parents:**

- One way system at pick up, it can be overwhelming to many 40 plus parents and carers plus their children trying to enter and exit one door.
- A visual schedule for each group may be useful to be posted on app or on display for example library on a Thursday, gym on a Friday, useful to know from get go.

### School

We are always keen to involve parents and carers, understanding that parental involvement enriches the work and life of the school. This session we have, however, benefitted from parents and carers:

- Reading class/stage learning journeys, newsletters, focus weeks, school website, Learning Journals app leading to them sharing expertise and contributing resources where possible.
- Supporting homework
- Encouraging the use of online resources - e.g. Sumdog and Nessy
- Supporting and reinforcing the school's Relationship & Positive Behaviour Policy.
- Engaging with shared targets and examples of learning posted on Learning Journals. Providing comments and/or providing feedback to further encourage their child's learning.
- Engaging in parents' nights and Staged Intervention and Team Around the Family reviews
- Supporting the work of the Parent Council.
- Attending EYC and school events both in school and in the local community

We have surveyed parents on their views of the school, our improvement priorities, use of Pupil Equity Fund, organisation of the school show and Titanic visit. The parental survey for 2025-26 indicates a

generally very positive view of the school, with most parents agreeing or strongly agreeing that their children feel happy, safe and well supported, and that staff treat pupils with fairness, respect and understanding as individuals. Parents recognise strengths in teaching quality, leadership and the promotion of respectful relationships, with the majority reporting satisfaction overall and a willingness to recommend the school. Feedback also highlights effective support for wellbeing, confidence and progress, alongside appreciation for communication such as written feedback and learning updates. Areas for development include consistency in challenge within learning, clearer communication about assessment and progress, and increased opportunities for parental involvement and consultation. Suggestions for improvement focus on literacy approaches (including handwriting, spelling and phonics), more tailored home learning resources, and continued investment in support staff, wellbeing initiatives and targeted interventions through PEF. Overall, the evidence reflects a strong, nurturing school community with clear strengths and well-identified next steps for improvement.

Attendance

Our attendance rates are still above the Authority and National levels. We track and monitor and attendance and discuss any irregular patterns with parents. Unfortunately, term time holidays account for some of our unauthorised absences. Parents are aware of the authority attendance policy. This session have had an increased focus on Attendance and will be promoting the local authority policy, 'Every Learner, Every Day.' Our Principal Teacher, Mrs Park has led this.

| School     | Previous Year                        |                                           |                                                    | Current Year                         |                                           |                                                              |
|------------|--------------------------------------|-------------------------------------------|----------------------------------------------------|--------------------------------------|-------------------------------------------|--------------------------------------------------------------|
|            | Percentage total absence @ June 2025 | Percentage authorised absence @ June 2025 | Percentage un-authorised absence (no exclusions) @ | Percentage total absence @ June 2026 | Percentage authorised absence @ June 2026 | Percentage un-authorised absence (no exclusions) @ June 2026 |
| Alloway PS | 4.8%                                 | 2.9%                                      | 1.8%                                               | 5.4%                                 | 3.2%                                      | 2.2%                                                         |



## Celebrating Success in 2025-26

|                                                                                                                                                                                          |                                                                                                                                                                                                         |                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Achieved our 4 <sup>th</sup> Eco Flag led by Primary 1 and Primary 7.<br>                               | Increased uptake in children learning a musical instrument. Children participating and performing well in the Ayrshire Music Festival.                                                                  | Primary 7 conducted a successful Dragon's Den enterprise which resulted in designing school show t-shirts.                                                                           |
| Supporting charities: Food Bank, Children in Need, Comic Relief, Night Before Christmas Campaign, Ayrshire Hospice and Ayrshire Cancer Support                                           | Primary 6 pupils took part in the Spirit of Sport award.<br>Primary 7 children completed their Awards of Ambition and Junior Coaching Award.                                                            | Burns Ambassadors leading our own Burns celebrations and taking part in the SAC Burns Supper.<br> |
| Taking part in a variety of sporting workshops and clubs which were delivered to pupils.                                                                                                 | Our Euro Quiz team performed so well in the South Ayrshire Competition.<br>                                           | Joint Scottish celebration with P7 at both Alloway and Doonfoot Primary                                                                                                              |
| P5 children taking part in SAC swimming lessons.<br>                                                    | P6 and P7 children taking part in Level 2 Bikeability with P5 children taking part in Level 1.                                                                                                          | Strong links with the Robert Burns Birthplace Museum continued this session.                                                                                                         |
| School choir has continued, with our choir performing at Church Services and performed on stage with the Ayrshire Fiddle Orchestra and at the Ayrshire Music Festival 100 years concert. | Inclusive football training that reached 50 children and provided all with opportunities to represent their team.<br> | Our League, Cup and Girls team have had numerous successes and trophies this session.                                                                                                |
| Strong presence of Young Carers in the school. Young Carers contributing to local authority projects. Achieved our Young Carer award.                                                    | Very successful Developing the Young Workforce fortnight, with a high uptake on parental involvement.                                                                                                   | Various dance and gymnastics teams performed successfully at a range of venues.<br>               |

## The key priorities for improvement in 2025-27 (Year 2 of a 2 year SIP)

|                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Priority One:</b><br>Raising attainment in Literacy by maintaining consistently high standards in the quality of all children's experiences through implementing the Science of Reading.<br> | <b>Priority Two:</b><br>To empower all learners to reach their full potential by enriching our wider curriculum and ensuring robust, supportive systems are in place to raise attainment.<br> | <b>Priority Three:</b><br>Ensuring every child reaches their full potential.<br> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## What is the capacity for improvement?

Overall our capacity to improve is very good. All staff have a shared vision of where the school should be and everyone will continue to work hard at achieving this. We continue to take forward our two year School Improvement plan is very focused on what we need to do in order to improve outcomes for all children. As a school we are well placed to continue improving the learning experiences for our children. Staff are becoming increasingly confident in skills development and identifying next steps in the improvement process. Staff are keen to take on leadership roles within the school and show a desire to take their own skills to the next level. All staff are committed to further develop the South Ayrshire Reads approach which is firmly rooted in developing staff's professional learning of the Science of Reading. We are committed to the National Improvement Framework and the key priorities of excellence and equity for all and raising attainment through narrowing the attainment gap. We have been given £18,375 in Pupil Equity Funding (PEF). We have planned projects which will target pupils who we have identified ensuring their needs are met. We have the capacity, drive and willingness to continue to ensure improvements make the biggest difference to the children of Alloway Primary School and beyond. The school will continue to be well led by our senior management team next session, always striving for improvement and the best outcomes for children.